

Rethinking K-12: Now & In the Future

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 @EducateIN

LEARNER-CENTERED, **FUTURE-FOCUSED**

*Thankfully, the silos within the American education system are starting to break down. Some high schools are now teaching college curriculums...
If America is lucky, the manufacturing moonshot may catalyse more of these much-needed changes in education.*

Forbes

Towards A Creative Future: Rethinking Schools For The 21st Century

Reinventing High School with a Focus on Industry-driven Design Projects and It's Influence on Students as they Enter College

High School Transformation is Necessary and Possible

Opinion US economy

America's chip moonshot should take aim at its education system

To build a domestic industry, the US must reform how it teaches its workforce

How High School Should Change for an Era of AI and Robots

Rethinking High School: Upending Traditional Subject Structure in Indiana

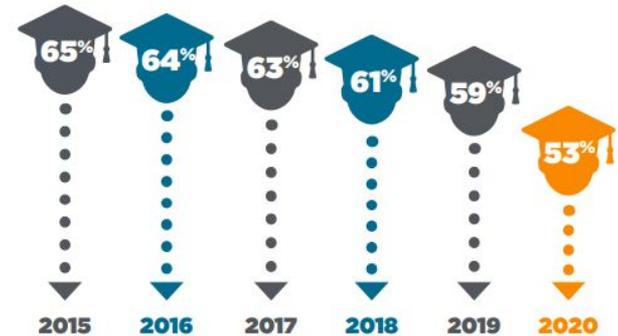
But in this era of rapid technological change marked by artificial intelligence and robots moving into more aspects of work and social life, ***maybe the way teaching is done in high school needs a reboot.***

CURRENT DATA: ENROLLMENT

- **76%** of Hoosier high school graduates said they intend to go on to some form of higher learning.
- **Only 53%** actually do.
- **40%** of students who receive the Core 40 diploma and **9%** who receive the General diploma enroll in college, compared to **86%** who receive an Academic Honors diploma.
- Overall, **48.3%** of Hoosiers between the ages of 25 and 65 have a postsecondary credential or high-value industry certification beyond high school.

HIGH SCHOOLERS GOING STRAIGHT TO COLLEGE

Pandemic Worsened Indiana's College-Going Decline



CURRENT DATA: **EMPLOYMENT**

- **99% of new jobs** created since the Great Recession (2008/2009) go to Americans with *some form of education beyond high school*.
- Over the course of a lifetime, Hoosiers with *some form of education beyond high school* are likely to earn **\$1 million more** than those with only a high school diploma.
- Today, **64% of high school students** earn college credit, placing them *one step closer* to **completing a credential** beyond a high school diploma.
- Almost **5% of these students** earn a college or career credential before graduation, *opening doors of future opportunity*.

A SHARED VISION FOR **THE FUTURE OF HIGH SCHOOL**

- Indiana's K-12 system prepares every student with the ***knowledge and skills***, as well as the ***connections to college and career pathways*** they need for long-term economic security and opportunity.
- Every student has access to ***rigorous coursework*** that is ***individualized and purposeful*** for their unique path.
- The lines between K-12, higher education, and the workforce are blurred, allowing every student to find the ***right fit for them*** and providing ***seamless transitions*** from one step to the next.



RETHINKING HIGH SCHOOL: **GUIDING PRINCIPLES**

- Foster a **learner-centered, future-focused** K-12 system that prioritizes individual student growth and development
- Develop **intentional, strategic, and shared definitions** for work-based learning and credentials of value – based on *current and future* workforce demands
- Maximize the four years we have students by allowing for **increased diploma flexibility** and increasing **access to quality work-based learning opportunities and credentials of value**
- Encourage **strategic partnerships** between schools, communities, and the state leading to improved outcomes for all students

HOOSIERS **ENGAGED** IN PROCESS

To inform our efforts to rethink K-12 education in Indiana, we continue to conduct extensive stakeholder outreach and engagement to seek feedback. These stakeholders represent:

- educators
- community organizations
- other state agencies
- colleges and universities
- philanthropy
- parents
- advocacy groups
- business and industry
- the Indiana General Assembly
- policy experts

Indiana Graduation Outcomes Analysis

PURPOSE OF THE OUTCOMES ANALYSIS

- Provide a high-level review of the state's **current high school graduation outcomes**
- Examine outcomes identified as **essential to rethinking the high school experience**
- Highlight **recommended principles, considerations, and next steps** for outcomes associated with diploma requirements, credentials of value, and work-based learning

OUR WORK **AHEAD**

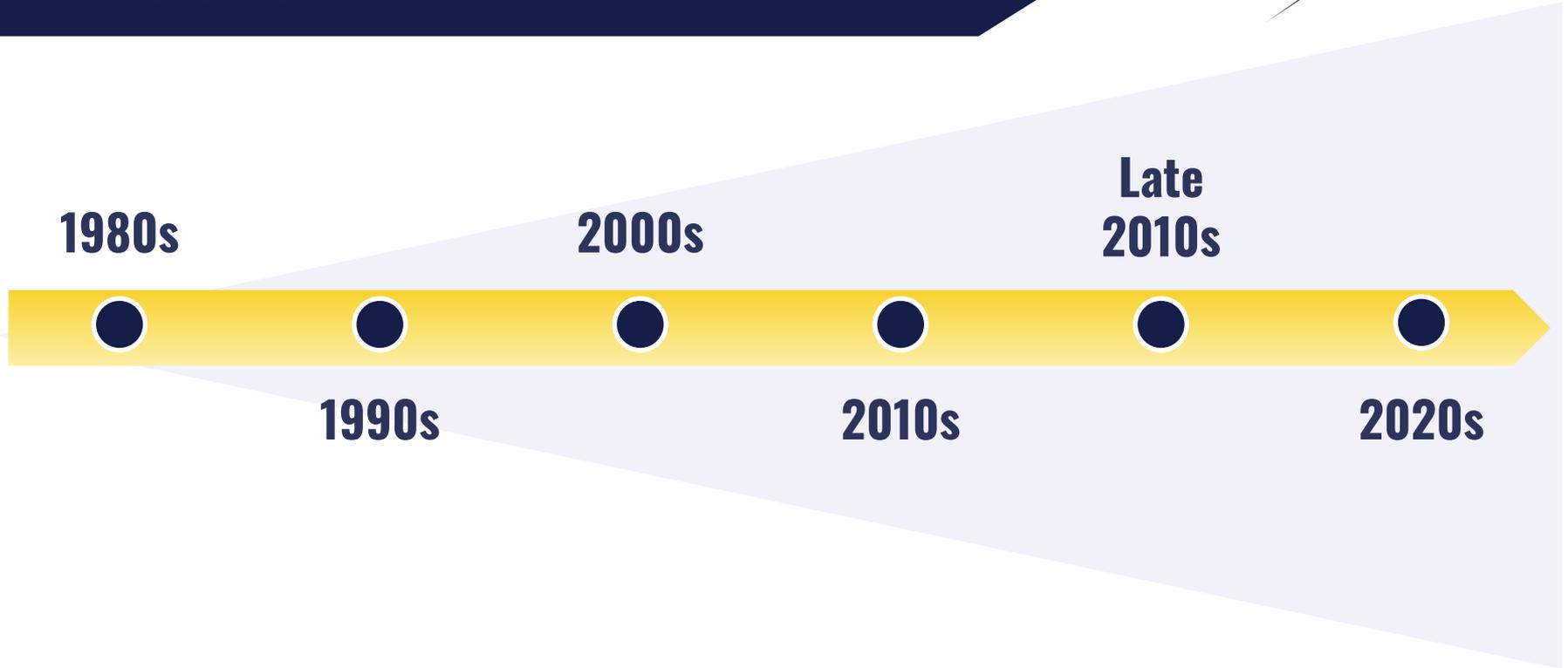
✓ Indiana Graduation **Landscape** Analysis

TODAY: Graduation **Outcomes** Analysis

Future Updates:

- Refinement of **Required Courses and Sequences**
- Definition and Process for **Determining Credentials of Value**
- Definition and Framework for **High-Quality Work-Based Learning**
- Proposed **Sequencing/Diploma Framework**
- 2024-2025 SY **Implementation**

MILESTONES: 1980 TO TODAY



MOVING FORWARD: **DESIRED GRADUATION OUTCOMES**

Diploma Requirements

Make high school diploma requirements **more flexible and relevant** to students, employers, and communities

High-Quality Work-Based Learning

Improve **access to high-quality work-based learning** opportunities

Credentials of Value

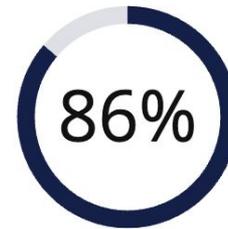
Increase **access to high-value postsecondary credentials** *before high school graduation*, as well as the number of students earning these credentials

Diploma Requirements

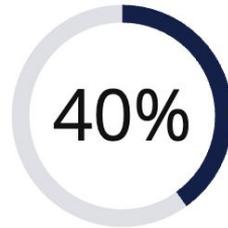
WHERE WE ARE TODAY

- **Graduation Pathway Requirement 1: High School Diploma**
 - Core 40, Academic Honors, Technical Honors, and General designations
- ***Some flexibility exists***, but course expectations within math, science, and social studies are largely standardized for Core 40 for all high school students, regardless of student graduation pathways.
- **Flexibility and personalization options** as well as **outcomes, vary by diploma designation.**

Students Enrolling in College within One Year of Graduation



ACADEMIC HONORS



CORE 40

2020 data

KEY PRIORITIES & OPPORTUNITY AHEAD

Stakeholder Priorities

- Increase focus on learner skills and competencies, as opposed to courses (i.e, the Carnegie unit)
- Provide more flexibility for students to pursue applied and work-based learning
- Focus on the K-12 and postsecondary competencies that matter most to current and future employers



Opportunity Ahead

- Prioritize requirements to allow for personalization of pathways
- Establish clear methods to measure, verify, and track student mastery
- More clearly communicate how diploma requirements align with postsecondary success

High-Quality Work-Based Learning

WHERE WE ARE **TODAY**

- The state promotes **multiple frameworks** to describe work-based learning and relies on **local personalization** for the offering and implementation of experiences to students.
- Though resources are provided, there is **limited guidance** for what constitutes a high-quality experience and in-depth implementation at the school site and with employers.

WHERE WE ARE TODAY CONTINUED

Though the state collects work-based learning course enrollment information, there are **no identified program quality indicators** or **career readiness indicators** to affirm experiences or relevance of experiences.

NUMBER OF COMPLETED STATE OR FEDERAL INDUSTRY-RECOGNIZED APPRENTICESHIPS

83 OUT OF
73,216

STUDENTS FROM THE 2022 GRADUATING COHORT



KEY PRIORITIES & OPPORTUNITY AHEAD

Stakeholder Priorities

- Systematize and capture in data systems experiential learning and work-based learning
- Increase focus on foundational coursework/career exploration in middle school to free up time and learning experiences in high school
- Focus on the K-12 and postsecondary competencies that matter most to current and future employers



Opportunity Ahead

- Establish a definition and framework for high-quality work-based learning
- Develop resources, guidance, and PD to support schools, employers, and students
- Ensure consistency statewide through clear program expectations and a formalized approach to measuring skills

Credentials of Value

WHERE WE ARE **TODAY**

- The state maintains a list of **Promoted Industry Certifications** that includes an application process, FAQ, and connections to industry sectors.
- The state promotes **postsecondary credit opportunities** that set students on a path to academic credentials.
- It is **unclear** whether all credentials have currency with employers and/or postsecondary institutions.

WHERE WE ARE **TODAY** CONTINUED



Total Credentials Earned in
Demand

1,739 (29%)

*In 2017-2018, a national study of industry credentials found that **just 29% of the credentials** earned by Indiana students were demanded by employers.**

*In the **2021 graduating cohort**, only **5.5% of graduating students** earned any college and career credentials.*

**(Credentials Matter, 2020)*

KEY PRIORITIES & OPPORTUNITY HEAD

Stakeholder Priorities

- Credentials, including micro-credentials, need to have value and relevance for students
- Consider 11th and 12th grades as opportunities for personalizing pathways and experiences
- Reconsider/rebrand the high school diploma as a learner profile with earned credentials and competencies



Opportunity Ahead

- Increase alignment with higher education and employers
- Establish a definition and process for determining credentials of value
- Develop innovative solutions to increase access for all students

Next Steps

NEXT STEPS

Phase I Process Identification

- **Establish process** to research and refine criteria for outcomes
- **Identify and engage stakeholders** from K-12, postsecondary, and business and industry
- **Convene** advisory groups to support the process

Phase II Research & Outlining

- **Conduct analysis** of diploma requirements, work-based learning, and credentials of value
- Gather **stakeholder feedback** and reactions
- **Draft recommendations** for the future

Phase III Buildout & Launch

- **Gather input and feedback** from SBOE and stakeholders
- **Draft refinements** for processes and outcomes
- **Share updated graduation pathway** with stakeholders, students and families



THANK YOU!